State of the Nation and Impact Report 2013/2014

Giving disadvantaged children the literacy skills to succeed in life
We are an independent charity that transforms lives through literacy. One person in six in the UK is held back by poor literacy skills which compromise employability, health, confidence and happiness. We improve reading, writing, speaking and listening skills in communities where poverty is on the increase and where literacy levels are low. Our research and analysis make us the leading authority on literacy and drive our interventions. We campaign to make literacy a priority for politicians and parents and provide schools with resources to transform their literacy teaching. Our work is focused on the critical moments in literacy development where we can make the greatest impact.

### Our impact in 2013/14

#### Supporting literacy in the early years

- We worked with staff in 120 early years settings to mentor 550 families in supporting their children’s home learning. We trained 155 early years staff and 675 volunteers to help.
- We reached 365,000 mums and dads with tips and resources.

#### Learning to read and write

- We gave literacy support to 61,060 children from 1,950 schools.
- We trained and supported 4,700 teachers to improve literacy outcomes in 3,650 schools.

#### Enjoying reading and writing

- We helped more than 40,350 children discover reading for enjoyment and gave away 30,000 books.

#### Literacy for employment

- We gave 1,200 secondary school pupils the communication skills to help them gain employment.

### Community action

- We worked with more than 4,000 children and 200 teachers and teaching assistants in Middlesbrough and set foundations for new literacy hubs in Peterborough and Bradford.

### Research and campaigning

- 35,000 children and young people took part in our annual literacy survey and we released four research reports with the findings.
- We achieved a media reach of 242m. There were 1,406 pieces of coverage with equivalent media value of £5.2m.
In a message to the National Literacy Trust, HRH The Duchess of Cornwall:

“I was lucky enough to have a father who was a fervent bibliophile and a brilliant storyteller too. He read to us each night and transported us into different worlds - from the irresistible lure of Mr McGregor’s garden to battles for Toad Hall or close encounters with the dreaded Captain Hook. Every book was a promise of something new and exciting.

In a world where the written word competes with so many other calls on our attention, we need more Literacy Heroes to keep inspiring young people to find the pleasure and power of reading for themselves.”
News

Literacy Heroes celebration

We celebrated the 20th anniversary of the National Literacy Trust by announcing 10 UK Literacy Heroes. Chosen from hundreds of public nominations by a panel of our author and celebrity supporters, the Heroes were all inspiring individuals who have either made a significant impact on the reading skills of others or have overcome problems to succeed themselves. They were presented with certificates by HRH The Duchess of Cornwall at a reception at Clarence House in December 2013.

- Jodie Evans, an Oxfordshire community college pupil who has overcome literacy issues to become a school library champion
- Ruth Gasson, a youth librarian who having been excluded from school herself went on to create opportunities for NEETs and disadvantaged young people to improve their literacy
- Lyn Hopson, a school librarian from Doncaster who runs innovative schemes to promote a love of reading among local young people
- Velda Jackson, a Higher Learning Teaching Assistant from Leeds, and a tireless supporter of young children’s literacy
- Richard O’Neill, a Romany gypsy author and storyteller who works in schools to inspire and improve outcomes for Gypsy, Roma and Traveller pupils
- J.K. Rowling, bestselling author who has turned a new generation of children into avid readers
- Caroline Thain, an inspiring English teacher at an academy in Aberdeen
- Henry Winkler, ‘The Fonz’ and children’s author who has dyslexia and has raised the profile and accessibility of reading to thousands of school children with learning challenges
- Lisa Yong Hui Li, a secondary school pupil who has made amazing achievements with English as her second language
- A prisoner from HMP The Mount who is involved with the Storybook Dads project
This year we celebrated the 20th anniversary of the National Literacy Trust, and in this 2013/2014 report we present a snapshot of literacy in the UK at a time when the impact of the recession has continued to work its way through society. Cuts to public spending have impacted on individuals and communities, making those with low levels of basic skills, such as literacy, more vulnerable to economic hardship. Within this tough economic climate, we are proud to showcase the considerable impact the National Literacy Trust has had on UK children and families at the key moments of literacy development; from supporting communication development in the early years to equipping school leavers with the literacy skills to gain employment.

2013 also saw the official launch of our first community literacy hub in Middlesbrough, working in partnership with Middlesbrough Council and a wide range of local partners to break intergenerational patterns of illiteracy. We laid the foundations for new literacy hubs in Bradford and Peterborough which we will launch in the coming year as we roll out this multi-agency, long-term, targeted approach to narrowing the attainment gap between disadvantaged children and others.
The evidence

The foundation for literacy skills are laid in the first years, months and even weeks of life. Inequalities in these experiences are frequently related to socioeconomic status. By age five, children from low-income households are over a year behind in vocabulary compared with children from high-income households. Poor literacy is also frequently intergenerational: parents with lower literacy skills often lack the confidence and skills to help their children with reading and writing, which reinforces the cycle of disadvantage.

For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. In other words, what parents do to stimulate their young children’s development is more important than who they are. Providing an environment that promotes a love of reading matters; the more children’s books, either owned or borrowed, there are in the home, the better a child’s reading and language skills.

Simple home activities, such as reading with a child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers and visiting the library, also have a real impact on their literacy as well as wider social and behavioural outcomes. Even regular chats at mealtimes can have a measurable effect on children’s communication skills and confidence, as our own research has shown.

Parents are excellent role models for their children. Our own research with parents of children aged three to five shows that there is a strong relationship between parents’ reading habits and their child’s reading outcomes. Our research also shows that only half of children look at print-based stories every day with their parents (52.4%). The most frequent factors that parents say stop them participating in literacy activities with their child at home are time, work and siblings.

FIGURE 1
Early Years Foundation Stage Profile - attainment by pupil characteristics: 2013 (DfE) (2014 data not yet available)
Children reaching at least the expected level in Communication and Language module

Supporting literacy in the early years

Our impact

We worked with **12 local authorities** and **120 children’s centres** to identify and engage **550 families** in need of support with early home learning.

The National Literacy Trust’s **Early Words Together** programme is funded by the Department for Education and brings together local authority multi-agency teams and other partners to support families to improve their home learning environment for two to five-year-olds. Using indicators, professionals identify and refer families who would benefit from accessing our programme of support for early learning.

Trained community volunteers work for six weeks with families to improve their skills and confidence to contribute to their children’s school readiness.

Case study

Feedback from families in Croydon and Sutton found that mums and dads noticed improvements in their child’s ability to listen and join in with stories following the **Early Words Together** programme. Three-quarters of parents were more confident about sharing books with their children and increased the amount that they spoke with their children. All participants said they would recommend the programme to a friend.

“I learnt the importance of speaking with my daughter. We now enjoy reading different books and communicating better.”

“Riley loves books now, and me and Riley enjoy reading together.”

“I found that if I established a reading routine at bedtime, life became much easier, and my daughter became calmer and relaxed so she slept better.”

Research and campaigning

In July 2013 we released research from our annual literacy survey showing that children who regularly eat dinner and talk with their family are far more confident communicators than those who don’t, and that one child in four is missing out on regular family mealtime chat. Our cross-media campaign for family chat at mealtimes, supported by actress and mother Natalie Cassidy, received widespread broadcast and press coverage.

Natalie Cassidy:

“I believe it’s incredibly important for mealtimes to not only be about the food we eat but the conversation we have around the table. As Eliza is unable to read or write yet, the spoken word and listening back are the first steps on the learning ladder for her.”
365,000 users accessed our website wordsforlife.org.uk for development milestones, tips and resources to help their child develop literacy and communication skills.

**Case study**

A primary school headteacher in Rochdale ran Early Words Together for pre-school children from some of their most complex families:

“The success of this programme in engaging hard-to-reach families is exactly the sort of evidence that Ofsted is looking for. The project has provided the opportunity for some of our vulnerable parents to gain confidence within a school environment and so the benefits are multiple.”

**Words for Life**

Words for Life helps parents understand and fulfil their role in supporting their child's literacy development with resources from popular children’s books and input from bestselling authors.
Supporting literacy in the early years

Research and campaigning

Our first early years Literacy Survey, supported by Pearson, looked into the role that technology plays in the lives of under fives and showed that technological devices such as smartphones and tablet computers can offer a new and important route into reading for three to five-year-olds from disadvantaged backgrounds.

In-depth coverage of the research, including guidance for how parents can support their children’s technology use, appeared in national press, broadcast media and online.

Julie McCulloch
Head of Primary Marketing at Pearson:

“We are delighted to have collaborated with the National Literacy Trust on this important research project. Pearson is committed to helping people make progress in their lives through learning. Ensuring children, particularly those from disadvantaged backgrounds, get off to a strong start in literacy is key to this commitment.”
Learning to read and write

The evidence

Examining literacy assessments across all key stages we find a number of key trends are evident. Despite increases in attainment across most key stages, systematic gaps based on pupil characteristics exist, and the narrowing of these gaps is a slow process. First, disproportionately fewer pupils eligible for free school meals attain the expected level than those who are not eligible for free school meals. This pupil characteristic is the most significant factor in gaps in literacy attainment. Second, it is also evident that boys attain at a consistently lower level than girls from the early years until GCSEs. It is important to consider that these characteristics are not exclusive, and that those boys eligible for free school meals face an even higher risk of leaving school without attaining the expected level. We also find that writing attainment is consistently behind that of reading.

FIGURE 2

**Phonics screening check - Phonics screening check and Key Stage 1 assessments: England 2014 (DfE)**

Children reaching expected level in phonic decoding

The phonics screening check was introduced in 2012 and is taken by children in Key Stage 1, typically at the age of six. The assessment is designed to measure children’s ability to decode and attainment in this section depicts those reaching the expected level. Since its introduction, overall attainment in the assessments has increased year on year. However, the data also demonstrates inequalities consistent with reading and writing across all key stages. Overall, girls performed better than boys in 2014 (78% vs. 70%) and this difference has remained consistent over the past three years. Moreover, pupils eligible for free school meals have significantly lower attainment than other pupils (61% vs. 77%), a difference which has remained mostly consistent since 2012.

*Provisional results

FIGURE 3

**Key Stage 1 data - Phonics screening check and Key Stage 1 assessments: England 2014 (DfE)**

Children reaching Level 2 in Key Stage 1 reading and writing

Children are also assessed in their reading and writing skills at Key Stage 1, typically at the age of seven. Key Stage 1 attainment in Figure 3 shows the percentage of those working at the expected level, set at Level 2. In 2014, the proportion of pupils meeting the expected level in writing continues to lag behind that of reading. However, improvements in both reading and writing can be noted between 2012 and 2014, where attainment has increased in both subjects.

*Provisional results
Learning to read and write

Key Stage 2 data - National Curriculum assessments at Key Stage 2: England 2014 (DfE)

Children reaching Level 4 in Key Stage 2 reading

At Key Stage 2 children aged 11 take formal tests in reading and writing. Figure 4 shows the percentage of children achieving the expected Level 4 in National Curriculum reading and writing assessments. Similarly to Key Stage 1, writing attainment was lower than reading attainment in 2014 (85% vs. 89%). In 2014, Key Stage 2 reading and writing attainment was higher than the previous year. In 2013, assessment in writing was changed from a test-based assessment to teacher assessment.

Library visit data - Taking Part 2013/14: Annual Child Report (DCMS)

Children visiting a library in the last year

In March 2014, 67.1% of children aged five to 10 and 74.1% of young people aged 11 to 15 had visited a library in the last year. This demonstrates that the proportion of young people visiting libraries in 2013/14 has fallen in comparison to the two years preceding this survey. This also shows that older children (aged 11 to 15) were more likely to visit a library in the previous year than younger children (aged 5 to 11).
The National Literacy Trust network supported more than 1,100 schools and other education professionals to develop outstanding literacy provision by supplying tools, resources and inspiration.

Our impact

Case study

Simon Newman
Network member, The Folkestone Academy:

“As any teacher will know, working in a school means that there simply isn’t always time to create strategies from scratch. Once I had a sense of what the network would include I was keen to join to gain access to the expertise of others and to shape that to my own school. Having joined the network soon after it was created, I continue to access it on a regular basis and find there are numerous resources which enable me to save time, without cutting corners, and offer pupils and colleagues tried and tested approaches to shape progress.”

Our schools competitions received 13,000 entries from 467 schools or settings. 91% of schools agreed the competitions had a positive impact on pupils’ motivation to read, write and share stories.

Case study

Raglan VC Primary School in Monmouthshire used the Night Zookeeper Reading Torch competition to engage their reluctant readers and improve their relationship with their families.

Marc Bowen, deputy head:
“The Reading Torch competition proved to be a huge incentive for all the children in my class. In particular I have about four or five reluctant readers that I could see a definite change in. They went from only reading at school to reading as much as they could. Parents have commented very favourably about the competition and the impact on reading at home.”
The National Literacy Trust’s **Premier League Reading Stars** programme harnesses the power of football to have a dramatic impact on reading enjoyment and attainment. 3 out of 4 children made at least 6 months’ progress. 1 child in 3 made a year’s progress or more in just 10 weeks.

Alongside National Literacy Trust ambassador Cressida Cowell, Frank Lampard, footballer and author, launched our 11th year of Premier League Reading Stars at Chelsea Football Club:

“Reading should be a pleasure no matter what age you are, and Premier League Reading Stars is a proven way of getting children to enjoy books. Whether you’re reading with your kids or just enjoying a good book on your own it’s a wonderful experience and one of life’s great pleasures.”
Almost half the children on free school meals increased their attainment by 2 sublevels or more.

On average, the scores of children who receive free school meals improved by twice as much as other children (1.8 sublevels vs. 0.9 sublevels).

Case study

Cordell, 10, found reading hard and frustrating before he took part in Premier League Reading Stars. Working closely with a teaching assistant, improving his reading through Reading Stars has brought a wide range of benefits for him. Cordell:

“When I first started reading it was boring. Now I’m in Reading Stars it’s better because I’m reading football books instead of just fairy tales. The first time I started reading I struggled a lot and now I’ve got better.”

Cordell’s teaching assistant:

“When I came to work with Cordell he wouldn’t write, he wouldn’t read. Every reading time he would go shy; he wouldn’t want to do anything. From when he started doing this his work is unbelievable. He now reads in front of a class when before he wouldn’t even read to a teacher. He had behaviour issues to start off with; I think this was because of his reading. He doesn’t get into trouble at all now. It’s thanks to you... It’s brilliant.”
Learning to read and write

The Oxfordshire Reading Campaign improved reading outcomes for children in Key Stage 1 by providing high-quality professional development, a bespoke volunteering programme for Oxfordshire primary schools and a local media campaign to engage the community.

Positive outcomes for the 1,200 pupils that took part, as well as for their families and the wider community, include:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.4%</td>
<td>of children who took part reported that they like reading more now than before</td>
</tr>
<tr>
<td>93%</td>
<td>of children who took part reported that they read more now than before they started the programme</td>
</tr>
<tr>
<td>92.9%</td>
<td>of volunteers felt that the volunteering programme supported their knowledge of early reading and literacy</td>
</tr>
</tbody>
</table>

News

**20th anniversary lecture**

Events to mark the 20th anniversary of the National Literacy Trust included a lecture by Sir Michael Barber in November 2013 entitled *Universal literacy: The unfinished agenda.*

News

Ambassador and international bestselling author Barbara Taylor Bradford shared top writing tips to inspire female authors at our panel discussion on the importance of women in writing at Highbury Fields School in February 2014.

Barbara Taylor Bradford OBE:

“I believe education and especially the ability to read is vital. Teaching women to read, write and become more literate is vitally important, not only for them so that they function well but for their children who are the next generation.”
Enjoying reading and writing

The evidence

National Literacy Trust research has shown that there is an important positive relationship between reading enjoyment, reading frequency and reading attainment\(^5\), with children who regularly read stories or novels outside school having better reading scores than children who rarely read for pleasure\(^6\). Indeed, reading enjoyment is more important in determining a child’s educational success than their family’s socioeconomic status\(^7\).

**FIGURE 6**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enjoyment of reading either very much or quite a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50.2%</td>
</tr>
<tr>
<td>2012</td>
<td>50.3%</td>
</tr>
<tr>
<td>2013</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

**FIGURE 7**

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading frequency outside class daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>30.8%</td>
</tr>
<tr>
<td>2012</td>
<td>28.4%</td>
</tr>
<tr>
<td>2013</td>
<td>32.2%</td>
</tr>
</tbody>
</table>

Enjoyment of reading - *Children's and Young People's Reading in 2013* (National Literacy Trust)

Children and young people who enjoy reading either very much or quite a lot in 2011 to 2013

Despite the importance of reading for pleasure, our research has also shown that the proportion of children and young people who read for pleasure outside class daily had remained very stable (at around the 50% mark) since 2005. In 2013 we recorded an increase of three percentage points for the first time in eight years (see Figure 6\(^8\)). Whether this increase marks the beginning of improvements in young people’s enjoyment of reading or whether it is just a ‘blip’ remains to be seen but we need to ensure that policy and practice continue to drive this upward trend.

Reading frequency - *Children's and Young People's Reading in 2013* (National Literacy Trust)

Children and young people who read outside class daily in 2011 to 2013

Similarly, the proportion of children and young people who say that they read outside class on a daily basis increased in 2013, rising from 28.4% in 2012 to 32.2% in 2013. Although still below levels evidenced when we first started surveying children in 2005, this increase is a marked contrast to previous years, which saw decreasing proportions of children and young people reading daily.

It is important that we recognise that reading in different formats has value. In 2013 other formats of reading saw a slight increase compared to the previous year. In some cases, such as text messages and ebooks, this increase has been seen over the past few years. For example, slightly more children and young people in 2013 said that they read fiction, comics, lyrics, poems and non-fiction, while the proportion of children who read ebooks has doubled since 2011.
Writing frequency - *Children’s and Young People’s Writing in 2013* (National Literacy Trust)

Proportion of children and young people who write daily outside class in 2011 to 2013

The proportion of children and young people who write daily outside class has remained stable since 2011.

Enjoyment of writing - *Children’s and Young People’s Writing in 2013* (National Literacy Trust)

Proportion of children and young people who enjoy writing either very much or quite a lot in 2011 to 2013

2013 not only showed exciting changes in terms of children’s enjoyment of reading, their reading frequency and what they read outside class, but we also found similar changes with respect to writing. Levels of enjoyment of writing have been variable but 2013 showed an increase in the proportion of children who enjoyed writing either very much or quite a lot.
Types of materials written outside class

Technology-based formats, such as text messages (75.6%) and messages on social networking sites (52.7%), continue to dominate the writing that children and young people engage in outside class. Notes, letters and lyrics are the most frequently written non-technology formats. Generally, many genres of writing saw an increase in 2013 compared with the previous years.
Our impact

The Young Readers Programme promotes reading for enjoyment to children from disadvantaged backgrounds. Children and young people become the owners of new books that they choose for themselves, increasing motivation to read. Teachers, support staff and librarians deliver the programme in schools, children’s centres and libraries across the UK.

Case study

Kayla Scarafile, teacher
Rawmarsh Ryecroft Infant School, Rotherham:

“Young Readers Programme has been an excellent opportunity to gain a better understanding of the children’s interest. We now always refer back to the strategies discussed during the book events of how to choose an appropriate book for their level of reading. The children remember the rules and now help each other frequently.”

Case study

Reluctant reader Luke Hamblin, aged 10 from Reading, won our award for the most improved Young Reader of the Year:

“Reading is now much easier. I can read bigger books and I pick my own books in the school library. I think this programme will help me in the future to be a better reader - I would advise people to do it because it’s really fun.”

The Young Readers Programme reached 7,000 children working with 170 schools, libraries and children’s centres. More than 94% of teachers said the children taking part increased their enjoyment of reading, motivation to read and frequency of reading.
Enjoying reading and writing

We released research from our annual literacy survey into the writing habits and attitudes of 35,000 8 to 16-year-olds. The results showed that boys are half as likely to enjoy writing as girls and almost a third never or rarely write outside of class. Broadcaster and children’s author Simon Mayo joined the National Literacy Trust in calling for a renewed focus both at school and at home on ways to get boys into writing.

The campaign generated extensive coverage across both consumer and education media publications.

Books Unlocked
Authors Stephen Kelman, A.D. Miller and Patrick deWitt visited prisons taking part in Books Unlocked, a reading initiative in prison library groups across the UK. 48% of prisoners have a reading level at or below the level expected of an 11-year-old and Books Unlocked worked with prison librarians and education teams to increase prisoners’ enjoyment and frequency of reading, and introduce them to Man Booker Prize-shortlisted titles. 93% of participants said they had enjoyed the title they read and 76% said they would read more as a result of taking part.

News

Research and campaigning

We released research from our annual literacy survey into the writing habits and attitudes of 35,000 8 to 16-year-olds. The results showed that boys are half as likely to enjoy writing as girls and almost a third never or rarely write outside of class. Broadcaster and children’s author Simon Mayo joined the National Literacy Trust in calling for a renewed focus both at school and at home on ways to get boys into writing. The campaign generated extensive coverage across both consumer and education media publications.
## The evidence

### GCSE English - GCSE and equivalent attainment by pupil characteristics, 2012 to 2013 (DfE) (2014 data not yet available)

Pupils achieving A*-C in English - all and gender

Overall, the percentage of pupils achieving A*-C in English increased to 70.7% in 2012/13 from 69.3%. However, this proportion was 1.6% below the number of pupils attaining this level in 2010/11. The gender gap in attainment in 2012/13 has increased with 14.6% more girls than boys achieving A*-C GCSE English. This is a 0.3% increase from the 2011/12 gender gap of 14.3% and a 1.6% increase from the 13% gap in 2012/13.

### GCSE English and maths - GCSE and equivalent attainment by pupil characteristics, 2012 to 2013 (DfE) (2014 data not yet available)

GCSE - Pupils achieving A*-C in English and maths - all and FSM eligibility

The gap in attaining an A*-C GCSE in English and maths between pupils eligible for free school meals and other pupils was 26.6% in 2012/13. This is a 0.4% increase from the 2011/12 gap but slightly better than the gap of 27.4% in 2010/11. Despite a gradual increase in the percentage of free school meal pupils achieving good grades at GCSE, on balance this attainment gap remains a significant issue.
Words for Work matches corporate volunteers with young people from disadvantaged backgrounds to give teenagers the communications skills to gain employment. Now in its fifth year, 2,500 children across England have taken part in the programme.

- 8 in 10 students improved their speaking and listening skills and were more confident as a result of taking part in the programme.
- 8 in 10 students increased their awareness of the importance of communication skills in the workplace.
- 80% of young people felt they had a better understanding of the skills they need to get the job they want.

In March 2014 we co-hosted an event with KPMG at The City Academy, Hackney to showcase Words for Work. Students from the school demonstrated the work they’d been doing and interviewed guests. Prizes were awarded to winners of last year’s Words for Work competition.

Together with the All-Party Parliamentary Group on Literacy, we surveyed education practitioners, young people and employers to gather evidence on the literacy skills of school leavers. The Youth Literacy and Employability Commission found that young people feel lost and disengaged from the job market and need urgent support to get the skills they need to enter it. The Commission, led by a group of MPs and Lords, called for a deeper partnership between business and education, focusing on growing young people’s literacy skills in order to improve their future employment prospects.

The final report was published in December 2013 and launched at an event in the House of Commons, attended by policymakers, education practitioners, employers and young people. The young people spoke about the importance of contact with business to help formulate aspirations and called on policymakers to give all young people such opportunities.

Stephen McPartland MP, Chair of the All-Party Parliamentary Group on Literacy, said:

“I hope that this Commission helps move the debate towards a shared definition of workplace literacy that is accepted by both the education and business sectors, as we try to reduce the gap between education and employability. I also look forward to seeing more partnerships between the education and business sectors that will foster young people’s career aspirations and increase their understanding of the literacy demands of their future workplace.”
Jordana, 15, Words for Work participant:
“Words for Work is the best thing I have done at school. It changed the way I see school and it made me want to be more successful. Everything about it was really useful to me. After the project, I was moved up a grade in my speaking and listening, because I felt more confident presenting in front of my teacher. Working in small groups with volunteers was really good, because the communication was two-way.”

Nick Hewer, former public relations consultant and television presenter, attended our celebration of Words for Work:
“I believe that Words for Work is a truly worthwhile and valuable programme. Give a young person the confidence to communicate effectively and you have removed one of the great stumbling blocks to a successful career. This National Literacy Trust programme really works and I am proud to be associated with it.”
Community action

Hubs

Our literacy hubs aim to create long-term change in communities across the UK where low levels of literacy are entrenched, intergenerational and seriously impacting on people’s lives. The National Literacy Trust partners with local authorities and a wide range of local partners including voluntary and community organisations, businesses, health, education and cultural organisations.

Each hub has a range of specific literacy priorities and activities based on the needs of the local community, as well as authority-wide work including a local media campaign. By bringing education, business, community services, local media and the voluntary sector together, we are unlocking literacy skills in a new and exciting way.

Literacy hubs in action

In its first year our Middlesbrough literacy hub delivered huge benefits to the local community, including:

- £175,000 worth of free books were distributed to local residents.
- The Middlesbrough Reading Campaign promoted literacy messages widely throughout the community via local media partners.
- Improved attitudes: the number of local young people who agreed that reading and writing were “cool” increased by 16 percentage points by the end of the first year of the hub.
- The National Literacy Trust’s Patron HRH The Duchess of Cornwall visited Middlesbrough in May 2013 to attend a series of official celebratory launch events.

Additional funding was received for the Middlesbrough hub from the Booker Prize Foundation, and funding from the Esmée Fairbairn Foundation allows us to continue work in Middlesbrough and to support literacy hub launches in Bradford and Peterborough.
We make a difference in the UK’s poorest communities, raising levels of literacy and opening up new opportunities:

- £1,000 can help four families break the cycle of disadvantage by supporting their children’s learning.
- £5,000 can give 150 children books of their own, improve their skills and give them opportunities for a better future.
- £20,000 can help over 800 teenagers gain new skills and confidence, increasing their employability and preparing them for the workplace.

Call us on 020 7587 1842 or go to www.literacytrust.org.uk/donate

Donate now

For every £1 you give ...
Help us tackle the UK literacy challenge

Work with us

We bring together businesses, charities, grant-making organisations, local and national government, schools and individuals to give children and their families the literacy skills they need to succeed in life.

The UK is the only economically developed country where 16 to 24-year-olds have the lowest skills of any age group in society. Up to 40% of the adult population in our most deprived areas lack the literacy skills expected of an 11-year-old. By working with us to meet the UK literacy challenge you can be part of the solution.

• Join our growing group of businesses to address the many challenges the UK faces to make literacy a priority, and to improve employment and opportunities for all.
• Partner with us to engage your customers and to help you reach new school and family audiences. Some of our most successful recent partnerships include McDonald’s, the Premier League and WHSmith.
• Motivate your staff with volunteering opportunities at our fun reading events for children or our workshops to equip teenagers with essential literacy and employability skills. Donate in-kind gifts such as books, office supplies, printing and distribution or business advice.
• Attend an event on our social calendar such as our gala dinner, which in 2014 was compered by BBC Radio 4 and Have I Got News for You regular Miles Jupp, and meet our author ambassadors who are working with us to raise the profile of the cause.
• Support us as an individual through challenge events, fundraising and donations. For more information visit www.literacytrust.org.uk/support.

News

Where’s Wally? fun run

Our second Where’s Wally? fun run in March 2014 saw more than 1,200 runners dressed as Wally raise £65k. Regional fun runs were organised by supporters across the country. A big thank you to all.

News

McDonald’s Happy Readers

We worked with McDonald’s on their Happy Readers campaign which launched in April 2014 and will distribute 15 million popular books and reading tips to families by the end of 2014.
Our supporters

Corporate partners
ALCS
Arts Council England
Axel Scheffler
Balfour Beatty
Barbara Taylor Bradford OBE
Barclays Bank PLC
Benoy Foundation
Bertram Books
Better World Books Ltd
Blackwell Retail plc
Booker Prize Foundation
British Council
British Land
Browns Books for Students
Build-a-Bear Workshop®
City of Bradford Metropolitan District Council
Cressida Cowell
Daryl Shute
Department for Education
Esmée Fairbairn Foundation
Greater London Authority
Green Park
Hachette UK
Immediate Media
Into Film
intu Retail
John Laing Charitable Trust
Johnson Matthey
KPMG
Joanna Prior
John Lewis
Levi Roots
Little, Brown Book Group
MagAid
Maggie Gee OBE FRSL
McDonald’s Restaurants Ltd
Middlesbrough Council
Mishcon de Reya
Murphy-Neumann Charity Company Limited
National Geographic Kids
National Portrait Gallery
Night Zookeeper
Oxfordshire County Council
Pearson PLC
Paul Hamlyn Foundation
Penguin Random House UK
Peterborough City Council
Peter Harrington Books
Pitney Bowes
Premier League Charitable Foundation
PricewaterhouseCoopers
Profile Print Solutions
Rabobank International
Rebecca Cousin
Renaissance Learning
Rexam PLC
Royal Masonic Trust for Girls and Boys
Sarah Lee
Slaughter and May
Smythson
Susannah Macknay
Tay Charitable Trust
The 1989 Willan Charitable Trust
The Anonymous Donor Trust
The Ashendene Trust
The Dulverton Trust
The Equitable Charitable Trust
The Ernest Cook Trust
The Gledwood Charitable Trust
The Golden Bottle Trust
The Madeline Mabey Trust
The Normanby Charitable Trust
The Patricia Routledge Charitable Trust
The Professional Footballers’ Association
The Publishers Association
The Robin & Inge Hyman Charitable Trust
The Santander Foundation
UBS
Walker Books Ltd
Welsh Government (Department for Education and Skills)
Whiteley Shopping Centre
WHSmith Group Charitable Trust
WWE®

In memoriam
Mr Malcolm Ball
Mr Robert Lindsey

Legacy
Mrs May Voller
Dr Mary Kearsley

Schools
Hendon Preparatory Parents Association
Edge Grove School
Walkden High School
Writlington School
Burnley Brow Community School

Universities
Robert Gordon University
Glasgow University Union
Dundee University

Other
Youth East Surrey Operatic Society
Chorleywood Bookshop
Wimbledon Golf Club
Rob Howley, Captain, Wimbledon Common Golf Club
## Finance summary

### Sources of income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary income</td>
<td>£901,304</td>
</tr>
<tr>
<td>Investment income</td>
<td>£340</td>
</tr>
<tr>
<td>Traded activity</td>
<td>£339,920</td>
</tr>
<tr>
<td>Grants &amp; sponsorship</td>
<td>£1,673,185</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>£2,914,749</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>£68,604</td>
</tr>
<tr>
<td>Fundraising &amp; development</td>
<td>£389,747</td>
</tr>
<tr>
<td>Projects, research &amp; campaigning to improve literacy</td>
<td><strong>£2,512,282</strong></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>£2,970,633</strong></td>
</tr>
</tbody>
</table>

Balance at end of year: **reserves of £760,934**

---

### In kind

A.D. Miller  
Aidan Chambers  
Alan Bennett  
Andrea Levy  
Anna Cotsez, Oxfordshire Library  
Anthony Horowitz OBE  
Antony Beevor FRSL  
Arlingtons Sharmas Solicitors  
Arriva North East  
Bali Rai  
BBC Learning  
Bloomsbury Publishing  
Bompas and Parr  
Borough Market  
Bravissimo  
Charlie Higson  
Crate Brewery  
Dan Freedman  
Dave Cousins  
David Bedford  
David Ravden  
Dreamworks Animation  
Dorothy Koomson  
Erimus Housing  
First News  
Four Colman Getty  
Foyles  
Frank Lampard  
George the Poet  
Graeme Danby  
Harper Collins Publishers  
Hay Festival  
Helena Pielichaty  
Henry Winkler OBE  
High Tide Foundation  
Hogan Lovells  
Ian Kelly  
Ian Martin  
Ian McMillan  
iBid Events  
Insight Public Affairs  
Jilly Cooper OBE  
Joanna Trollope OBE  
John Taylor  
Judith Kerr OBE  
Lauren Child MBE  
Lucy Mangan  
Madness  
Malorie Blackman OBE  
Michael McCabe Productions  
Michael Morpurgo OBE  
Middlesbrough FC Foundation  
Middlesbrough Gazette  
Miles Jupp  
Natalie Cassidy  
Nick Hewer  
Patrick deWitt  
Petr Horáček  
Premier League  
Prince Charles Cinema  
Royal Albert Hall  
Sally Gunnell OBE  
Simon Mayo  
Sir Michael Barber  
Steve Pemberton  
Storymakers TV  
Stephen Kelman  
Trinity Mirror  
The Folio Society  
Tom Palmer  
Sir Tom Stoppard CBE  
Dame Vivienne Westwood DBE  
Wendy Cope OBE  
Wendy Loister  
WHSmith PLC  
Wild in Art